DOCUMENT RESUME

ED 375 511 EA 026 220

TITLE	Invitational Forum on Student Conduct and Violence in Schools Proceedings (Edmonton, Alberta, Canada, November 19-20, 1993).
INSTITUTION	Alberta Dept. of Education, Edmonton.
PUB DATE	Jan 94
NOTE	54p.
PUB TYPE	Collected Works - Conference Proceedings (021)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Discipline; *Discipline Problems; Educational Environment; Elementary Secondary Education; Foreign Countries; Prevention; School Community Relationship; *School Safety; Student Behavior; *Violence
IDENTIFIERS	*Alberta

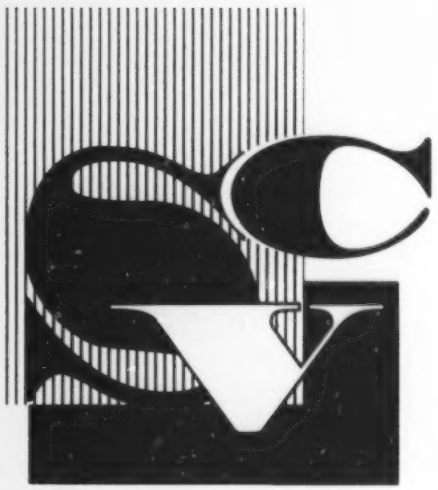
ABSTRACT

This publication presents the proceedings of the invitational forum on student conduct and violence in schools in Canada. Participants identified several key issues related to student conduct and violence in schools. Those internal to schools include school climate, student values and attitudes, consequences of behavior, and peer culture. Issues that involve the entire school community include societal attitudes toward violence, community resources and service delivery, early intervention programs, rights and responsibilities, the role of families, the role of the media, and cultural understandings. Forum participants developed strategies to address each of the key issues and identified appropriate actions to be taken by all involved groups. Recommendations were made to: (1) work together; (2) create a shared vision; (3) communicate and share information; (4) promote and model positive values; (5) provide education and training; (6) promote media literacy; (7) emphasize prevention; (8) work with parents; (9) translate at least one forum idea into reality; and (10) follow up on forum ideas. Appendices contain the forum agenda, a summary of presentations, and a list of participants. (LMI)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 375 511

EA



PROCEEDINGS

Invitational Forum on Student Conduct and Violence in Schools

November 19 and 20, 1993

EA 026 230

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

S. Wolodko

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Alberta EDUCATION

2 BEST COPY AVAILABLE

PROCEEDINGS

Invitational Forum on Student Conduct and Violence in Schools

November 19 and 20, 1993

ALBERTA EDUCATION CATALOGUING IN PUBLICATION

Alberta. Alberta Education.
Invitational forum on student conduct and violence in schools : proceedings, November 19 and 20, 1993.

ISBN 0-7732-1189-6

1. School violence—Alberta—Congresses.
2. School violence—Alberta—Prevention—Congresses.
3. Student ethics—Congresses.
4. Students—Alberta—Attitudes—Congresses.
5. Students—Alberta—Conduct of life—Congresses.
I. Title. II. Title: Proceedings : invitational forum on student conduct and violence in schools : November 19 and 20, 1993. III. Invitational Forum on Student Conduct and Violence in Schools (1993 : Edmonton, AB).

LB 3013.3 A333 1994 371.58

CONTENTS

Preface i

Introduction 1

Key Issues 5

Strategies and Solutions 11

Actions that Various Groups Can Take 17

Final Summary of Recommendations 23

Appendix A. Forum Agenda 29
Appendix B. Summaries of Addresses 33
Appendix C. List of Participants 45

PREFACE

The November 1993 Invitational Forum on Student Conduct and Violence in Schools was only a first step. As many participants in the forum stated, if any real progress is to occur, each school and each community must take the ideas expressed at the forum and translate them into specific action that is appropriate at the local level.

The forum participants and guest speakers had many good ideas and made several incisive comments about promoting a safe and healthy school environment. We hope that this record of proceedings has succeeded in capturing some of those ideas and comments, and that it will help to inspire local action.

Current plans are to invite participants in the current forum to reconvene in the spring or fall of 1994. This will provide an opportunity to discuss progress to date and consider suitable next steps.

Best wishes for success to all those who are interested in making Alberta schools safe and pleasant places where our children can learn and grow.

— Alberta Education, January 1994

INTRODUCTION

This is a record of the proceedings of the Invitational Forum on Student Conduct and Violence in Schools, held in Edmonton, Alberta, on November 19 and 20, 1993. Participants included approximately 145 parents, students, trustees, teachers, administrators, and representatives of community and government agencies and groups. (A complete list of participants is provided in Appendix C.)

The forum was held at the request of Education Minister Halvar Jonson, who was responding to a variety of concerns expressed by Albertans. The government of Alberta had been receiving letters and calls about incidents of violence in Alberta schools that were widely reported by the media. As well, many people had concerns about the increasing numbers of students who are unable or unwilling to conform to the schools' codes of student conduct.

The goals of the forum were:

- to explore and understand the issues of student conduct and violence in schools
- to develop awareness and understanding of the work of agencies involved in addressing violence in the community
- to identify, become aware of, and create models and networks for dealing with the issues at local and regional levels in Alberta
- to identify expectations and potential policies and solutions for improving student conduct and addressing violence in schools that will help ensure the school is a safe and secure environment for students and staff.

Although the original idea of holding a provincial forum came from the Minister of Education and the staff of Alberta Education, from the outset there was a clear recognition of the importance of involving many people from outside the education community in this initiative. Clearly, the schools could not address these problems alone. Therefore, the forum participants included parents and a variety of people who work outside the schools. And the Steering Committee for the forum included representatives from several government departments, education stakeholder groups and a parents' group.

The Steering Committee members were:

- Glen Buchan, Alberta Teachers' Association
- Ron Craddock, College of Alberta School Superintendents
- Diane Dalley, Alberta Family and Social Services
- Pat De Zutter, Alberta Family and Social Services
- Alexandra Hildebrandt, Alberta Education
- Sally Huemmert, Premier's Council in Support of Alberta Families
- Roger Palmer, Alberta Education
- Merv Thornton, Alberta Education
- Gina Vivone-Vernon, Alberta Education
- Adele Weichel, Alberta Home and School Councils' Association
- Roy Wilson, Alberta School Boards Association

The primary focus of the forum was to bring together a variety of groups and individuals so that they could share information and hear each other's viewpoints. Consequently, a major portion of the forum's agenda (a total of five hours over two days) was devoted to group discussion. Groups were asked to:

- identify key issues
- suggest possible strategies and solutions
- make recommendations for action.

Following each of the small group discussion sessions, groups reported back at plenary sessions. The ideas presented were recorded on flip charts and overhead transparencies. This report of proceedings is based on those notes and on the oral reports given by small groups. Since not all ideas were stated fully in the written notes, and since many ideas came up again and again in different forms, this report is a general interpretation of the major points that were made.

During the two days, forum participants also heard from several guest speakers. Minister of Education Halvar Jonson gave opening and closing remarks. Dr. Reginald Bibby of the University of Lethbridge gave a keynote address on the first morning of the forum, and at the beginning of the second day participants heard from a six-member panel consisting of:

- Stephen Lindop, Principal of Riverview Middle School
- Piala das Gupta, Student, University of Alberta
- Joey Hamelin, Director, Alberta Family and Social Services
- Paddy Meade, Executive Director, Young Offenders Branch, Alberta Justice
- Sharon McCann, Chairman, Alberta Film Classification Services, Alberta Community Development
- Bill Dickson, Chief Deputy Superintendent, Calgary Board of Education.

A complete agenda for the forum is provided in Appendix A, and summaries of the addresses given at the forum are in Appendix B.

The forum held in November 1993 was only a beginning. Minister of Education Halvar Jonson has challenged the forum participants to go back to their communities and their jobs and begin taking action. One of the ten overall recommendations arising from the forum is to "translate at least one good idea from

the forum into reality in your community." Mr. Jonson's suggestion is that some communities consider holding similar forums at the local level to discuss specific actions that are appropriate for their situation.

Mr. Jonson has also announced that he will be inviting participants in the current forum to reconvene in 1994. This will provide an opportunity to discuss progress to date and consider suitable next steps.

KEY ISSUES

Participants were first to identify key issues related to student conduct and violence in schools. Following is a summary of the major issues that came up in the small group discussions. The issues generally fell into two categories: issues related to the operation of schools, and issues that go beyond the school and involve the whole community.

Issues Inside the Schools

1. School climate

Some Alberta schools are currently facing a variety of attitudinal and communication problems. When there are problems in a school, the school staff, students, families and community agencies are all involved. Although the school staff have a primary responsibility, no one group can be blamed for all of the problems.

School policies and rules of student behaviour may not be clearly understood—by students, parents or the community. Parents and community agencies may encounter barriers that prevent them from working closely with the school, or even having access to the school at all. In some schools, the relationship with parents tends to be adversarial; as a result, parents feel powerless and uncertain about what to do. Parents may even be afraid that any action they take will result in some form of retribution against their child. Students (especially certain groups of "marginalized" students) may feel they are not being involved in decisions about such matters as the code of student conduct.

Many schools are finding it difficult to deal with the new kinds of student conduct problems they are encountering in the 1990s. Teachers may not be trained to deal with the students who are unusually aggressive. These students may have problems with drugs and alcohol, or bring weapons to school, or resort to abusive language, intimidation and verbal put-downs. To cope with and assist these students, teachers may need to enhance their skills in promoting effective interpersonal relationships, serving as positive role models and establishing predictable and stable rules and routines. School staff may have difficulty in finding the balance between two goals: 1) administering "tough love" (e.g., not tolerating any violence) and 2) not abandoning students who have serious emotional and social problems.

Finally, schools need to recognize that they cannot do everything. Schools have limitations, in their responsibility and in their ability to help.

2. **Students' values and attitudes**

Students and teachers do not always respect each other and demonstrate that respect in small daily acts. Students should respect teachers, teachers should respect students, and students should respect each other. There should be respect between the sexes. (Gender differences are at the root of a number of violent actions.)

Some schools are failing to foster such an atmosphere of mutual respect and are consequently causing students to lose respect for themselves, for others and for authority. The result is often behaviour problems, including violence. Schools cannot abdicate their important role in teaching values (although such teaching is primarily the parents' responsibility).

3. **Consequences of behaviour**

Students need to understand that their actions will have consequences. Schools may not have sufficient authority to respond appropriately to certain kinds of student conduct issues (for example, repeat offenders). There may be a need for more realistic sentencing sanctions regarding violent offences.

4. **Peer culture**

Many problems with student conduct and violence in schools are apparently related to "gang" or group activity—the result of the powerful peer culture that exists among adolescents. An individual student might not commit a certain offence, but he or she will do so when faced with the fear of being excluded from the peer group. Peer influence may be even stronger in the current economy, where students are brought together by their concerns about competing for jobs and/or a place in post-secondary education programs.

There are two main ways in which schools fail to address the negative impact of peer culture. (There is also a positive side to peer culture.) First, schools do not do enough to involve students in issues that affect them, such as the code of student conduct, recreational programs, courses to be offered and so on. Second, schools do not do enough to affirm the worth and value of young people.

Schools must work with, not against, the peer culture.

Issues that Go Beyond the Schools

1. **Societal attitudes towards violence**

Violence is clearly not just a school problem; it is an issue that shows up in the school as a result of family, community and societal attitudes.

Our society today is characterized by a considerable amount of fear. We tend to be suspicious of others and isolated from each other. Cultural differences, gender issues and the high incidence of family violence tend to make these problems even more severe. Another major influence on societal attitudes is the media. (See "Issues" sections following on the role of families, the role of the media and cultural understanding.) Many people, even young children, seem to believe that violence is normal.

We need to learn that violence is not an effective way to solve problems. We need to develop a sense of community and caring. We need visible and more positive role models for young people.

2. **Community resources and support/service delivery**

Schools may not be receiving enough support from the community. Families, communities and schools are not doing enough to pool their resources and work together. Coordination and cooperation are particularly important in this time of reduced funding for education and social services.

3. **Early intervention programs and other preventive measures**

Schools and communities need to emphasize prevention, so as to avoid dealing with major problems at a later date. Problems don't "just happen."

4. **Rights and responsibilities**

Rights and responsibilities are two sides of the same coin. People today tend to emphasize individual rights and to forget that responsibility comes with rights. Some students are not sufficiently responsible and accountable for their own actions. Also, there is confusion about which

groups in society should take responsibility for which duties (for example, teaching values to children).

5. **Role of families**

Families need to support schools, and schools need to support families. There may be a need for parents to take more responsibility for the way their children behave at school. When students disobey school rules, some parents deny there is a problem or transfer all the blame for a problem onto someone else, usually the school. At the same time, schools don't always make the parents feel needed or involved.

Parents, as the primary educators and primary role models, must do the major work of teaching their children positive values and attitudes. In many families, this does not happen. Family violence is also a major issue.

6. **Role of the media**

Too often, the media is a negative influence in our society. For example, young people now have easy access to violent television programs and videos.

7. **Cultural understanding**.

Schools and communities need to do more to promote acceptance of immigrant and refugee families and meet their special needs. Inter-racial, cultural and religious differences are a contributing factor in many violent incidents.

STRATEGIES AND SOLUTIONS

Following is a summary of the major solutions and strategies that were suggested for each of the key issues identified at the forum.

Issues inside the schools

1. **School climate**

To create a positive school climate, schools could:

- Develop clear, consistent (but not rigid) and fair policies, in consultation with everyone involved.
- Provide leadership. Establish high expectations for everyone, focus on positive outcomes and celebrate the successes of individuals and groups. Have a vision for the future of the school that is developed in cooperation with students and the community. Develop a strong peer support system and ensure that students know the consequences of their actions.
- Consider restructuring the learning environment (for example, middle schools).
- Work with the community. Remember that schools cannot do everything alone.

2. **Students' values and attitudes**

To teach values and improve students' attitudes, schools could:

- Invite and encourage the community to take ownership of programs that promote good student behaviour and instill positive attitudes.
- Provide leadership. (School councils and the school principal have key roles.)
- Establish concrete expectations regarding student conduct, based on consensus.
- Provide alternatives for students who do not buy in to the school's expectations (transitional programs).

- Help teachers to enhance their skills in areas such as classroom management and conflict resolution.

3. **Consequences of behaviour**

   To promote positive student conduct, schools could:

   - Require students who have committed an act of violence at school to attend counselling sessions with their parents. (Students would not be allowed to return to school until they had completed the required counselling.)
   - Have students, parents and teachers agree on a code of conduct. The code would be based on the value of non-violence and the importance of maintaining a safe environment and would include goals, protocols, and standards.
   - Use peer group strategies whenever possible (for example, junior Crime Stoppers, school watch, peer mediation).
   - Make provisions for special cases, but ensure that other students understand why it is a special case.

4. **Peer culture**

   To make peer culture a positive force, schools could:

   - Set up strong mentoring and coaching programs; provide positive role models; and teach coping skills, behaviour management and communication skills.
   - Use approaches that involve peer support of students who have difficulty behaving in acceptable ways.
   - Teach and expect critical thinking, and encourage students to develop leadership skills.
   - Ask employers (local business and industry) to support school initiatives and give students work experience placements.

Issues that Go Beyond the Schools

1. **Societal attitudes towards violence**

   To change attitudes towards violence, communities could:

   - Promote media awareness among students, parents and teachers.
   - Take steps to keep students and parents from feeling isolated (for example, buddy systems and other activities that make people feel included).
   - Make everyone in the school more aware of how power can be used and abused, and work towards changing inappropriate uses of power.
   - Ask those who are affected by a decision to help make that decision.

2. **Community resources and support/service delivery**

   To use available resources and deliver programs efficiently, communities could:

   - Develop community support and service delivery programs using a systems plan (more of a process than a strategy) that consists of these steps:
     - developing a shared vision for an improved future
     - identifying mutual needs and benefits as a basis for partnership
     - clarifying outcomes and identifying measures to determine the extent to which outcomes are achieved
     - establishing a system based on values like trust and integrity.
   - Redefine the role of schools. Make schools more community and client-driven.
   - Look beyond the schools; redefine the roles of other agencies.
   - Remove barriers to successful delivery, in the legislation, in policies and protocols, and wherever else barriers exist.

- Provide as many opportunities as possible for different agencies and groups to work together (community schools model).

3. **Early intervention programs and other preventive measures**

   Communities could consider these preventive measures:

   - Teach students to be good parents in their adult lives.
   - Provide child abuse and family violence programs in the schools (for families as well as students).
   - Get education, social services, health and justice agencies or departments to communicate better and work together.

4. **Rights and responsibilities**

   Communities could:

   - Work to achieve the "common good" through a balance between rights and responsibilities.
   - Clarify the roles of teachers, parents, students and the community; communicate these roles; and work together.

5. **Role of Families**

   To strengthen the role of families, communities could:

   - Make the school building a service centre, with teachers providing education and other community groups providing various kinds of social services that support children and their families.
   - Expect parents to come to the school and get involved when their children fail to follow the rules.

6. **Role of the media**

To increase media literacy and awareness, communities could:

- Provide media literacy programs for all grade levels.
- Provide parent awareness programs (for example, information for parents about CRTC codes).
- Lobby advertisers that support violent TV programs and other media (music videos, comics) with violent content.
- Invite media to events that focus on positives and successes in schools and throughout the community.

7. **Cultural understanding**

To promote cultural understanding, communities could:

- Teach students to be aware of cultural differences (for example, through language programs) and to have compassion for others.
- Educate the public and make them aware of problems related to cultural understanding.
- Recognize the important role of schools in allowing people of different cultures and religions and backgrounds to interact and learn to understand each other.

ACTIONS THAT VARIOUS GROUPS CAN TAKE

The third group discussion activity at the forum involved identifying appropriate actions to be taken by each of the groups involved: students, parents, teachers and principals, superintendents of schools, trustees, Alberta Education staff, people who work in health, social services and law, and community associations and agencies. Each of these groups identified actions they could take in their community and also suggested actions that other groups could be taking.

Students

Students said they could:

- Help to create a positive learning environment and a more dynamic school spirit.
- Encourage more meaningful student input (about setting guidelines and administering consequences).
- Improve communication between students and staff and help to create an open and comfortable environment in the school.
- Help with debriefing when incidents occur or problems develop in the school.
- Develop awareness and strategies that focus on "youth protecting youth."

Other groups thought students could:

- Provide more input into policies and rules through strong student leadership.

Parents

Parents said they could:

- Get involved with schools and participate in school activities.
- Support schools and teachers.

- Promote and support school and community involvement in collaborative programs that work.
- Lobby to maintain effective school programs, even in tough financial times.
- Promote peer counselling.
- Expect their children to behave positively and outline expectations clearly.

Other groups said parents could:

- Work with the school to ensure that curriculum and career information are relevant to students' needs.
- Organize a "town meeting" to discuss school climate issues with teachers and students.
- Work with or lobby the media to make them more responsible in reporting issues in education.

Teachers and Principals

Teachers and principals said they could:

- Promote and use a cooperative approach to dealing with student conduct and issues related to violence.
- Hold more inservice education and information sessions on creating a safe and secure climate, changing attitudes, counselling, dealing with violent situations and coordinating child services at schools.
- Place a greater emphasis on teaching positive values and attitudes.
- Support self-governance for teachers (re: competence and accountability) and school autonomy (re: program delivery and teaching methods).
- Work with the media and do more to make the public aware of the good things that happen in schools.

Other groups thought teachers and principals could:

- Do more to reach out into the community, make parents and others feel welcome, and reduce the red tape that hinders community involvement.
- Support more training and inservice education (for example, sessions on improving school climate).
- Teach colleagues by sharing effective programs that work.
- Provide more positive role models (listening and caring adults) in the school.
- Encourage more student leadership and input.

Superintendents of Schools

Superintendents said they could:

- Create a vision of schools and communities that are safe and secure.
- Encourage educators to enhance their professional skills.
- Provide leadership in planning for community resource groups and partnerships.
- Help students to take on more leadership by providing peer mediation training and establishing peer support groups.

Other groups thought superintendents could:

- Place a resource officer in each high school to work on "dynamic safety" (preventive measures).
- Encourage more volunteer involvement in schools.

Trustees

Trustees said they could:

- Place learning first and ensure that this goal is reflected in the allocation of funds.
- Encourage community groups and agencies to work together (for example, a community developed code of conduct).
- Raise awareness through media literacy and values education.

- Encourage parents to take on responsibility and to be accountable.

Other groups thought trustees could:

- Develop policies on student conduct to ensure schools are safe and secure.
- Support teacher training and inservice education related to conduct and violence issues.
- Encourage social workers to be a part of the school team. Be more open to having schools use community resources.
- Use alternative approaches to education to help troubled students (for example, storefront schools).

Alberta Education Staff

Alberta Education staff thought they could:

- Compile and distribute suggestions for action arising from this forum.
- Support school and community programs that encourage interpersonal skill development, cultural understanding, and positive values and attitudes.
- Do a better job of letting people know about available resources and materials on student conduct and violence prevention (for example, resources on media literacy, inclusive education, community schools).

Other groups said Alberta Education could:

- Develop curriculum that makes students aware of issues at an early age (for example, media education, drug and alcohol information, anger management).
- Review the **School Act** to ensure that the role of parents is clearly defined and the appeal process is not negative and adversarial.
- Support alternative facilities and programs.
- Withdraw funding from schools that do not promote tolerance and understanding.

- Re-examine the role of schools in society.
- Establish standards and provide leadership in policy areas when there are disparities among different school boards.

People Who Work in Health, Social Services and Law

Staff of health service, social service and legal agencies thought they could:

- Encourage community advocates and promote community ownership instead of institutional control.
- Help community members to better understand the complexity of social issues.
- Take a holistic, coordinated approach to services for children.
- Solve problems by getting groups to work together.
- Work to remove current barriers to working together: laws and regulations, ineffective protocols, misinformation.
- Avoid an "us" and "them" approach to problems. Try to learn from each other.

Other groups thought the staff of health service, social service and legal agencies could:

- Continue to emphasize prevention.
- Provide better coordination of aboriginal services and programs.
- Encourage "one-stop shopping" for children's services.
- Pool information and knowledge; provide more opportunities for professional networking.
- Reduce red tape by streamlining and coordinating the work of government departments and agencies.

Community Associations and Agencies

Community groups thought they could:

- Take responsibility for communicating about available services and for initiating collaborative efforts.
- Share expertise and show respect for what others know.
- Take risks and change some of the ways they currently do things.
- Lobby for media education and other innovative approaches to learning that capture the hearts and minds of students.
- Help to educate and support parents so that they can become better advocates for children.
- Work more closely with Alberta Education and do more to effect changes in the role of schools.

Other groups thought community groups could:

- Provide parenting education and parent support programs.
- Provide media education.
- Encourage "one-stop shopping" for children's services.
- Offer to use community resources to support schools.

FINAL SUMMARY OF RECOMMENDATIONS

By the end of the two days, each of the forum participants had talked with many of the other people in attendance. Participants had opportunities to compare notes, to disagree and to compromise. On the whole, they reconfirmed that—despite some difficult issues and differences—everyone is working toward the same goal: helping young people to be safe, secure and emotionally healthy.

This summary is a broad interpretation of key ideas that came up—in the oral reports from small groups, and on flip charts, overhead transparencies used in the presentations at planning sessions.

These suggestions for action were not only supported by most participants, but also were identified as areas that require prompt attention.

1. **Working together**

   Government departments, community groups and agencies, schools and parents must work together in the following ways:

   - Schools should become the centre of the community, involving students, parents, grandparents, coaches, people who do not have children or grandchildren in school, clubs, churches, social service agencies, police, business and industry. All of these groups should have a reasonable amount of access to the school and feel welcome there.

   - Everyone should try to break down barriers that currently exist between different groups and agencies: between homes and schools, between social services and schools, and between different community and government agencies that are doing similar work.

- Families and community groups should accept more responsibility for problems among young people as schools cannot deal with these issues alone.

- Parents and all community groups should support the school in its efforts to teach positive values and attitudes and maintain good student conduct. This includes broad community involvement in developing guidelines, expectations and policies that foster a safe and secure school environment. It also includes discussing common values for the community.

- Communities should develop a model for this kind of collaboration. School principals should probably have a leadership role in creating a model that suits a particular school and a particular community.

2. **Creating a shared vision**

In this time of rapid change and economic challenges, each player in the education system and the community must have a clear definition of roles, responsibilities and appropriate supports. Everyone needs to know what the goals are, how success in achieving them will be measured, and how strategies will be realized if they are not working.

These principles apply to students as well as to every other group. Students must know what is expected of them and what the consequences are if they do not meet those expectations. And students need to be involved in a meaningful way—no tokenism.

The shared vision of a community should recognize limitations as well as ideal goals. For example, schools cannot be left on their own to deal with and support dysfunctional children and their families. In

some schools, these types of students are taking up a disproportionate amount of teachers' and administrators' time and effort.

3. **Communicating and sharing information**

   Communication, which is a key component of any cooperative endeavour, must be frequent, open and positive. Specifically:

   - Schools should let parents and communities know about their goals and expectations. (Ideally, these groups would have been involved in developing the goals and expectations, but there should also be ongoing communication after they are developed.

   - Schools and communities should keep the media and the public informed of the good things that schools and students are doing.

   - Community agencies should share information—about available resources and current programs that may be helpful to teachers, parents, students and others community groups.

   - Everyone who works with young people should be open to receiving information and input from both private and public sources.

4. **Promoting and modelling positive values**

   Everyone in the school and community must strive to encourage mutual respect among various groups, including those who are culturally different. It is important to provide role models for students. How people treat each other and deal with each other provides a powerful lesson for young people, who can learn about non-violent behaviour and attitudes, organizations, in classrooms and in families. They can learn by example how to maintain healthy relationships and solve problems. Violence must not be seen as "normal."

5. **Providing education and training**

School boards and community groups and government departments should commit resources to developing and upgrading people's interpersonal skills (for example, conflict resolution, anger management, peer mediation, advocacy, counselling, communication). Teachers especially need to know how to deal with discipline issues, how to be positive role models, and how to work with students and help them with their own personal development.

6. **Promoting media literacy**

School boards, the Alberta Teachers' Association, the media, school councils, student councils, parents and key community leaders should work in partnership to coordinate, develop or acquire information on media literacy. If there are exemplary programs in media education in some schools, information about these programs should be made available to other schools.

7. **Emphasizing prevention**

Schools and communities should identify preventive programs that work and support those programs (for example, Headstart, school resource officers).

8. **Working with parents**

Schools should promote school councils and get parents more involved in educational decisions (especially the parents of junior and senior high students, who tend to be less involved). Parents should be more accountable for their children's behaviour, and they should receive community support as required (for example, child abuse awareness programs, media education, parenting skills).

9. **Translating at least one good idea from the forum into reality in your community**

   Everyone who attended the forum should undertake some type of local action, no matter how small. Local forums similar to this provincial forum on student conduct and violence in schools would be a good way of keeping the momentum going.

10. **Following up on the ideas presented at this forum**

    Alberta Education should coordinate follow-up reports about actions taken as a result of the recommendations made at this forum, and distribute these reports widely. Alberta Education could act as a clearinghouse for information about programs, skill development, issues management and conferences on issues related to students' needs.

APPENDIX A. FORUM AGENDA

INVITATIONAL FORUM ON STUDENT CONDUCT AND VIOLENCE IN SCHOOLS

FRIDAY, NOVEMBER 19, 1993

8:30–9:00 **Registration/Coffee**

9:00–9:15 **Plenary: Welcome and Opening Remarks**

Presenters: The Honourable Halvar Jonson,
Minister of Education,
Alberta Education
Dr. Reno Bosetti,
Deputy Minister,
Alberta Education

Chair: Dr. Merv Thornton,
Assistant Director,
Curriculum Branch,
Alberta Education

9:15–10:00 **Plenary: Perspectives on Student Conduct and Violence in the Schools: An Overview**

Presenter: Dr. Reginald Bibby,
Sociologist, University of Lethbridge

Chair: Sally Huemmert,
Executive Director, Premier's Council
in Support of Alberta Families

Facilitator: Peter Faid

10:00–10:20 **Break/Refreshments**

10:20–11:15	**First Small Group Sessions:** **Identification of Key Issues**
11:20–12:00	**Plenary: Identification of Key Issues** **Report from First Small Group Session** Facilitator: Peter Faid
12:00–1:00	**Lunch**
1:00–1:15	**Plenary: Assignment to Second Small Group Session**
1:15–2:30	**Second Small Group Session:** **Selected Key Issues: Strategies and Solutions**
2:30–2:45	**Break/Refreshments**
2:45–3:45	**Plenary: Selected Key Issues: Strategies and Solutions** **Report from Second Small Group Session** Facilitator: Peter Faid
3:45–4:00	**Plenary: Summary of the Day** **Review of Saturday's Agenda** Facilitator: Peter Faid

SATURDAY, NOVEMBER, 20, 1993

8:30–9:00 **Coffee**

Good Morning and Announcements

Chair: Dr. Merv Thornton

9:00–10:15 **Plenary: Strategies and Solutions: Further Considerations**

Presenters: Stephen Lindop,
Principal, Riverview Middle School

Piala das Gupta,
Student,
University of Alberta

Joey Hamelin,
Director, Alberta Family and Social Services

Paddy Meade,
Executive Director, Young Offenders Branch,
Alberta Justice

Sharon McCann,
Chairman, Alberta Film Classification Services,
Alberta Community Development

Bill Dickson,
Chief Deputy Superintendent,
Calgary Board of Education

Chair: Pat de Zutter,
Assistant Deputy Minister, Issues, Management and Community Support Services,
Alberta Family and Social Services

Facilitator: Peter Faid

10:15–10:30	**Break/Refreshments**
10:30–12:00	**Third Small Group Session** **Strategies and Solutions: Recommendations for Action**
12:00–1:00	**Lunch**
1:00–2:15	**Fourth Small Group Session** **Strategies and Solutions: Recommendations for Action**
2:15–2:30	**Break/Refreshments**
2:30–3:30	**Plenary: Strategies and Solutions:** **Recommendations for Action** **Report from Third and Fourth Small Group Sessions** Facilitator: Peter Faid
3:30–3:45	**Plenary: Closing Comments** Presenter: Dr. Reno Bosetti, Deputy Minister, Alberta Education Chair: Dr. Merv Thornton, Assistant Director, Curriculum Branch, Alberta Education

APPENDIX B. SUMMARIES OF ADDRESSES

FRIDAY, NOVEMBER 19, 1993

Dr. Merv Thornton, Alberta Education, welcomed participants to the forum and extended thanks to the members of the Steering Committee and to the Alberta Teachers' Association, who provided the facilities at Barnett House where the forum was held. Dr. Thornton welcomed members of the media, and asked them to support the forum participants' efforts by reporting on some of the positive solutions being discussed at this event.

Dr. Reno Bosetti, Deputy Minister of Education, thanked the Steering Committee and staff of Alberta Education for making this event possible, and spoke briefly about the challenges we face in struggling to "civilize ourselves."

In introducing the Minister of Education, Dr. Bosetti noted that Mr. Jonson has been an educator all his life, serving as a teacher and school principal, as president of the Alberta Teachers' Association, as a member of the Caucus Committee on Education, as a key person in the Northland School Division Review and the Secondary Education Review, and now as Minister of Education. "Mr. Jonson has had an abiding interest in education from all perspectives," said Dr. Bosetti.

Opening Remarks by Honourable Halvar Jonson, Minister of Education (Summary)

Ladies and gentlemen, welcome to this important forum, and thank you for coming. I know it has not been easy for any of you to commit two days of your time to these discussions. We all have busy lives.

Why hold a forum on student conduct and violence in schools?

First, a forum provides an opportunity for us to share our concerns and frustrations about the apparent increase in the incidence of violence in or near Alberta schools. These incidents—although not widespread or common—have given us a disturbing glimpse of the future, a future that we do not want. We all want to keep our schools and our whole society as safe and peaceful as possible.

As I go around the province and talk to parents, students and teachers, I have heard many concerns about the operation of schools and about students' day-to-day conduct. I, along with many people I talk to, believe that students want and need an environment of certainty and a degree of comfort at school.

The primary goal of schools is to promote and encourage learning. And what climate or environment best promotes and encourages learning? Over the years, both formal studies of this question and informal observations have all shown the same results. Schools achieve the goal of maximal learning:

- when they have a climate of discipline and order
- when there are clearly stated, systematic and consistent routines and policies
- when there is an attitude of respect for others
- when each student feels that the other people in their school really care about his or her personal well-being.

Alberta is not alone in its concerns. Press clippings from across the country and from the United States report that similar discussions are going on in many other places.

But we have to do more than share our concerns and discuss issues. This brings me to the second reason for holding this forum. I believe that by working together, we can make a difference. Clearly, you believe this too, because you are here.

As you know, this is an invitational forum. You have been invited as experts and leaders and as people who can present the viewpoints of a variety of different professions and roles. You are also from different kinds of communities in various regions of the province.

All of you will have a great deal to contribute to this forum. Even so, I want to extend a special welcome to the student delegates who agreed to share their perspective with us at this forum. And a special welcome as well to the parents. Parents have the most important role to play in dealing with issues of student conduct and violence in schools.

I don't want to get too involved in telling you what you should be doing at this forum. But there are four points I would like to place before you for consideration.

1. I urge you to keep in mind at all times the question of parental roles. The topics you will be addressing are broad and wide-ranging, but each one of them is almost certainly related in some way to the role of parents.

2. I urge you to benefit as much as you can from the interaction and sharing occurring here over the next two days. Participating in this forum should help all of you to do better work when you go back to your jobs. When you leave, you should have a better understanding of others' points of view. As well, you all have valuable knowledge and perspectives to share with each other and with the government of Alberta. Everyone here is interested in hearing about local initiatives that work.

3. I urge you to capitalize on the energy generated by this event. That energy should help to get local communities further involved. These two days are only a beginning. I strongly encourage you to take the issues that are discussed here back to your community—to school boards, parent groups, social service agencies, volunteer groups, law enforcement officials, churches and others. School-centred ideas and community-centred ideas are the ones that are most likely to work.

4. The fourth point I have for your consideration is a practical one. I believe that one of the most useful and productive things you can do here is to identify small, positive steps that Alberta schools and communities can take to promote positive change in the school environment. Steps that are not necessarily costly or complex, but that have powerful results.

In closing, I look forward to receiving your suggestions about how the Alberta government can help, with information or in any other area. And I am looking forward to receiving your ideas. In this room, I see great potential for finding solutions.

Sally Huemmert, Executive Director, Premier's Council in Support of Alberta Families, introduced keynote speaker Dr. Reginald Bibby. Dr. Bibby, a professor of Sociology at the University of Lethbridge, has been monitoring social trends in Canada for two decades. Every five years since the 1970s, he has done surveys of the values and social attitudes of Canadian adults, and since 1984 he has surveyed youths as well. Dr. Bibby has also had an ongoing interest in trends related to institutionalized religion.

Dr. Bibby is one of the country's better known academics. He has written four bestselling books and has made numerous appearances on Canadian television. His findings and thoughts have been reported in Canadian and American newspapers and magazines, and on television and radio.

Keynote Address by Dr. Reginald Bibby (Summary)

Dr. Bibby said he chose to speak about the social context of student conduct and violence in schools because "in order to understand people we need to understand the social environment they come from." As he put it, "If you are in a tent during a thunderstorm, you should not have to ask where the drafts and the moisture are coming from."

Dr. Bibby identified several social trends that are having an impact on our attitudes towards each other and on our ability to keep the family unit and the community working successfully. He spent some time discussing the significant role of the media, particularly the impact of American television on Canadian values.

Dr. Bibby's basic theme was that optimal personal and social living requires a careful balance between meeting the needs of the individual and meeting the needs of the group. He feels that in the past 30 years Canadians have found it difficult to achieve that balance. There has been too much emphasis on the needs of the individual, and people are increasingly "turned in" on themselves.

Dr. Bibby stressed that Canadian life in the 1950s was not "all that great." Its dominant characteristics included authoritarianism, rote learning, coercion and a lack of recognition of the rights of minorities. However, there was more awareness of the needs of the group—the larger society. The society of the 1950s was close-knit, and families were relatively stable.

Beginning in the 1960s, Canadians tended to shift their focus to lifestyle, relationships, and wants as opposed to needs. An unusually high level of mistrust has developed between people in different geographical regions, between majorities and minorities, and between men and women.

As a result, values such as honesty, forgiveness, politeness, generosity and friendliness are taking a backseat to the attitude that "You can't be too careful in dealing with people." This view was expressed by 70% of respondents to a recent survey. "In Canada," says Dr. Bibby, "you need a licence to care." Even the helping professions are vulnerable to this attitude of distrust.

Some other points that Dr. Bibby made in his address:

1. Canadians are cynical about institutions.

2. Relativism is increasingly common, especially among young people. Relativism is the belief that each person must make up his own judgments about what is right or wrong; it's basically a matter of personal opinion. In this type of society, choices become an incredibly important issue, and a source of stress for young people.

3. Surveys reveal significant differences between the attitudes of young women and young men. Young women are far more concerned about the well-being of others and far more interested in developing interpersonal skills.

4. Many young people, especially young males, appear to believe that violence is normal. In their responses to surveys, young people did not list violence as a major concern. They ranked it 14th in a list of 15 issues. At the same time, a large number of these same respondents said they personally knew someone who was/is a victim of violence.

5. The real issue is not whether things are getting better or worse. We could waste an incredible amount of time on that question and never come up with an answer. The point is that we don't want any violence in our society any more. We may have set a rather ambitious goal for ourselves, but it is a worthwhile goal and much can be done by groups and individuals who put their energy into achieving it.

6. The media are the biggest "mind makers" of them all. The media shape our reality and define our worth. The predominant American media messages are teaching Canadians that they are "not as good" as Americans, that violence is normal, that the role of a hero is to "get in your face," and so on.

7. When people are not willing to be civil, we do what we can to ensure they are civil nonetheless. However, the preferable approach would be to have people who prefer to be civil because they see the value—for the individual and for the group—in promoting positive personal relationships.

SATURDAY, NOVEMBER 20

Panel Presentations (Summary)

The six members of Saturday morning's panel, who work in a variety of different fields (public education, multiculturalism, Native affairs, youth crime, media education), had one common message: "Change is possible."

The panel members were:

- Stephen Lindop, Principal of Riverview Middle School
- Piala das Gupta, Student, University of Alberta
- Joey Hamelin, Director, Alberta Family and Social Services
- Paddy Meade, Executive Director, Young Offenders Branch, Alberta Justice
- Sharon McCann, Chairman, Alberta Film Classification Services, Alberta Community Development
- Bill Dickson, Chief Deputy Superintendent, Calgary Board of Education.

Following are summaries of the remarks made by each panel members.

Stephen Lindop said the problem of violence in our society is real and intense and major, and our first step must be to recognize this harsh reality. School principals and others who work with children and their families know that family violence is common, and children are both victims and witnesses of these events. Schools deal with cases of sexual assault among students, fights between gangs and other similar incidents of violence that are happening everywhere.

However, the situation is not all black. Riverview Middle School has had much success in developing a set of shared values that students and their families support and appreciate. Mr. Lindop said positive strategies build on the personal needs and interests of students, and keep the community involved. He said the majority of students, who are not discipline problems, do not need detailed rules and regulations. In fact, one of the reasons some students have problems at school is that they come from families that distrust authority. To Mr. Lindop, a rigid, rule-bound approach to discipline is a "recipe for disaster."

Mr. Lindop's suggestions:

1. Reorganize the school into family groups (groups of students that are together regularly for such activities as guidance, self-esteem workshops, health, talks with the local RCMP.)

2. Provide conflict management training (for staff and students) and set up peer support groups.

3. Provide community awareness programs that involve parents, professional and others.

4. Offer options that relate to students' interests and give students a break from the routine.

Mr. Lindop said he believes in using "consequences" but these have to be applied on a case-by-case basis. The two rules in his schools are: one, everything in the school is about learning, and two, all students must feel safe at school.

Piala das Gupta has worked with young people from visible minority groups She feels that ethnic cliques, often considered youth gangs, permit young immigrants to support each other in what is often a hostile and confusing environment. Immigrant youth cling to each other, and this is basically a good thing.

The bad part, however, is that these young people can remain isolated from the rest of society. This situation can be made worse by the parents, who often fear the school system and are concerned that children will become alienated from their families as they learn to live in the new culture.

Therefore, it is extremely important for schools to involve immigrant parents in their children's education. Schools should use translators as necessary and view immigrant parents and students as a resource—people who can help all the students in the school to acquire valuable new knowledge.

Young people who were born in Alberta are sometimes treated as if they were recent immigrants, simply because of their appearance. These students regularly deal with racism and feel that teachers are not able to help them. Ms. das Gupta urged schools to talk about racial issues and problems with students. "Don't let victims of racism deal with it alone," she said.

"Cultural diversity is a challenge for everyone—members of both the minority and the majority," said Ms. das Gupta.

Joey Hamelin said First Nations and Metis people in our society are finally coming to terms with a loss of cultural identity and therefore loss of self-esteem. These losses have produced violence (in schools, in families and in communities), malnutrition, child neglect, absenteeism and many other problems. The traditional response of aboriginal people has been, "Okay, let it be that way." Ms. Hamelin said this approach has helped people live through their suffering, but it has not helped to break the cycle of violence and despair.

She said that in many native communities, changes are slowly beginning to occur. In successful programs, community members decide what they need, and students get in touch with their culture through holistic programs that include spirituality, values and beliefs. One example is the START program, which is helping to keep young people in school. Currently, many native children are not interested in the standard version of "school," said Ms. Hamelin, and they may not feel that anyone wants them to be there.

Paddy Meade has worked extensively with violent children who have committed crimes. She believes there is always something to work with in everyone. "If we are not successful (in helping young offenders)," she said, "it's because we haven't learned how to do it yet."

Ms. Meade recognized that schools cannot deal with the issue of violence in our society without help. However, with tongue only half in cheek, she told school authorities, "You get them earlier than us, before they have become pathological, so get it together."

Ms. Meade said that her main focus in Young Offender institutions is dynamic security: involving staff closely with the kids, being aware of peer group dynamics, and preventing problems before they happen. Many young offenders don't know how to deal with anger (which is often a symptom of depression) but with help and support, they can learn.

Sharon McCann does film classification work for the government of Alberta. Her work experience has led her to believe that censorship is not an effective approach to violence in the media. She urged those in charge of education in Alberta to follow the lead of other countries and other provinces by implementing media literacy programs in schools. Ms. McCann cited two main reasons for media education: 1) to mitigate the harmful effects of violence in the media, and 2) to provide education that is relevant to students' lives, since students live in a media dominated world. They spend 25 hours a week "plugged in."

"Get their little garbage detectors going," said Ms. McCann, referring to the need for students to view and listen and read critically. She said that parents don't need lectures and blame; they need information about what they can do to teach their children how to watch television.

Bill Dickson said that there are no quick fixes. Therefore, he said, schools should take some first steps towards long-term solutions and focus on what they want to achieve down the road.

Stating that he has a "bias for action," Dr. Dickson said conscious work on changing values and attitudes is "the hardest kind of work." He mentioned the importance of having all community and provincial agencies and departments working together, and spoke about the challenge of reduced budgets for education programs.

APPENDIX C. LIST OF PARTICIPANTS

INVITATIONAL FORUM ON STUDENT CONDUCT AND VIOLENCE IN SCHOOLS

Ms. Aliya Ahmad	3535 – 105 Street, Edmonton, AB, T6L 2K3
Ms. Margaret Alexander	The Premier's Council in Support of Alberta Families, #20, 20 Laval Blvd., Lethbridge, AB, T1K 4E4
Mr. Al Anderson	College of Alberta School Superintendents, 4831 – 49 Street, Camrose, AB, T4V 1L7
Mr. Don Assheton-Smith	College of Alberta School Superintendents, Centre for Education, 1 Kingsway, Edmonton, AB, T5H 4G 9
Ms. Karen L. Beaton	The Alberta Teachers' Association, 125 Charlton Crescent, Sherwood Park, AB, T8H 1S3
Mr. Randy Bell	6731 – 85 Street, Edmonton, AB, T6E 2X1
Mr. Clarence Belter	Alberta Home and School Councils' Association, 1903 – 10 Street, Coaldale, AB, T1M 1B1
Mrs. Karen Bernard	Alberta School Boards Association, 2001 Sherwood Drive, Sherwood Park, AB, T8A 3W7
Mr. Rick Berube	Catholic Social Services, 11316 – 130 Avenue, Edmonton, AB, T5E 0T5
Dr. Reginald Bibby	Department of Sociology, University of Lethbridge, Lethbridge, AB, T1K 3N4
Dr. Reno A. Bosetti	Alberta Education, Devonian Building, West Tower, 11160 Jasper Avenue, Edmonton, AB, T5K 0L2
Mrs. Jan Boyd	Alberta Home and School Councils' Association, 201 Varsity Estates Bay, NW, Calgary, AB, T3B 2W5
Mr. Ken Brown	Alberta Home and School Councils' Association, 201 Varsity Estates Bay, NW, Calgary, AB, T3B 2W5
Mr. Glen Buchan	Steering Committee for Forum, The Alberta Teachers' Association, 9941 – 88 Street, Fort Saskatchewan, AB, T8L 2Y1
Ms. Heather Budney	25–53059 Range Road 224, Ardrossan, AB, T0B 0B0
Ms. Lisa Budney	25–53059 Range Road 224, Ardrossan, AB, T0B 0B0
Dr. Julius S. Buski	The Alberta Teachers' Association, Barnett House, 11010 – 142 Street, Edmonton, AB, T5N 2R1

Ms. Jennifer Cartmell	10216 – 166 Avenue, Edmonton, AB, T5X 2G5
Ms. Shirley Clair	Alberta Health, 5th Floor, 7th Street Plaza, 10030 – 107 Street, Edmonton, AB, T5J 3E4
Mr. Doug Courtice	College of Alberta School Superintendents, 2616 – 18th Street NE, Calgary, AB, T2E 7R1
Mr. Ron Craddock	Steering Committee for Forum, College of Alberta School Superintendents, Box 219, Sangudo, AB, T0E 2A0
Mr. Steve Cymbol	Alberta Education, Devonian Building, West Tower, 11160 Jasper Avenue, Edmonton, AB, T5K 0L2
Ms. Diane Dalley	Steering Committee for Forum, Alberta Family and Social Services, 10th Floor, 7th Street Plaza, 10030 – 107 Street, Edmonton, AB, T5J 3E4
Mrs. Diane Danielson	Alberta School Boards Association, 515 McLeod Trail SE, Calgary, AB, T2G 2L9
Ms. Piala das Gupta	11755 – 37 A Avenue, Edmonton, AB T6J 0K1
Ms. Pat de Zutter	Steering Committee for Forum, Alberta Family and Social Services, 10th Floor, 7th Street Plaza, 10030 – 107 Street, Edmonton, AB, T5J 3E4
Ms. Rita Dempsey	Alberta Home and School Councils' Association, 4112 Crestview Road, SW, Calgary, AB, T2T 2L4
Dr. W. (Bill) Dickson	College of Alberta School Superintendents, 515 Macleod Trail SE, Calgary, AB, T2G 2L9
Mr. Ray Downie	1204 Vanier House, Mitchener Park, Edmonton, AB, T6H 4N1
Cst. Eric Duvander	Edmonton Police Service, 9620 – 103 A Avenue, Edmonton, AB, T5H 0H7
Mr. Rainer Ebel	Alberta Home and School Councils' Association, 18624 – 70 Avenue, Edmonton, AB, T5T 2V8
Ms. Michelle Ell	120 Shawbrooke Circle SW, Calgary, AB, T2Y3A1
Ms. Joan Engel	Alberta Education, Devonian Building, West Tower, 11160 Jasper Avenue, Edmonton, AB, T5K 0L2
Mr. Dennis Fendell	College of Alberta School Superintendents, 300 – 6th Avenue SE, Calgary, AB, T2G 0G5
Mr. E. Calvin Fraser	The Alberta Teachers' Association, Barnett House, 11010 – 142 Street, Edmonton, AB, T5N 2R1

Ms. Marlene Frechette	Alberta Education, Box 4000, Barrhead, AB, T0G 2P0
Mr. Steven Friedenthal	Safer Cities Initiatives Office, 5th Floor, Centennial Library, 7 Sir Winston Churchill Square, Edmonton, AB, T5J 2V4
Ms. Fran A. Galbraith	The Alberta Teachers' Association, Barnett House, 11010 – 142 Street, Edmonton, AB, T5N 2R1
Ms. Lois E. Gander	Legal Resource Centre, 10049 – 81 Avenue, Edmonton, AB, T6E 1W7
Ms. Suzanne Gareau-Kubicki	Alberta Education, Devonian Building, West Tower, 11160 Jasper Avenue, Edmonton, AB, T5K 0L2
Ms. Jackie Gee	College of Alberta School Superintendents, 2001 Sherwood Drive, Sherwood Park, AB, T8A 3W7
Dr. Glen A. Giduk	The Alberta Teachers' Association, 1583 – 11 Avenue NE, Medicine Hat, AB, T1A 6G7
Ms. Cathy Gommerud	Alberta Home and School Councils' Association, c/o 53 Dandell Close, Red Deer, AB, T4R 2J3
Mr. Jim Graham	Calgary Police Service, 316 – 7th Avenue SE, Calgary, AB, T2J 0J2
Mr. Dennis Grant	Alberta School Boards Association, 9902 – 101 Street, Grande Prairie, AB, T8V 2P5
Mr. Tom Grinnell	College of Alberta School Superintendents, 6 St. Vital Avenue, St. Albert, AB, T8N 1K2
Ms. Vernis Haidner	Alberta Family and Social Services, 10454 – 82 Avenue, Edmonton, AB, T6E 4Z7
Ms. Joey Hamelin	Alberta Family and Social Services, 7th Floor, Centre West, 10035 – 108 Street, Edmonton, AB, T5J 3E1
Mrs. Lenore Harris	Alberta School Boards Association, 4747 – 53 Street, Red Deer, AB, T4N 2E6
Ms. Barb Hendry	Alberta Family and Social Services, Box 326, McLennan, AB, T0H 2L0
Ms. Sharon Heron	Alberta Family and Social Services, 12th Floor, Seventh Street Plaza, 10030 – 107 Street, Edmonton, AB, T5J 3E4

Ms. Alexandra Hildebrandt	Steering Committee for Forum, Alberta Education, Devonian Building, West Tower, 11160 Jasper Avenue, Edmonton, AB, T5K 0L2
Ms. Brenda Hill	Alberta Advisory Council on Women's Issues, 9810 – 111 Street, Edmonton, AB, T5K 1K1
Mr. Kim C. Hoar	The Alberta Teachers' Association, 335 Sandalwood Close NW, Calgary, AB, T3K 4B3
Ms. Sally Huemmert	Steering Committee for Forum, Premier's Council in Support of Alberta Families, Hilltop House, 9910 – 103 Street, Edmonton, AB, T5K 0X8
Mrs. Emma Hulit	Alberta School Boards Association, Box 7, Coutts, AB, T0K 0N0
Mr. Norm R. Inglis	The Alberta Teachers' Association, Barnett House, 11010 – 142 Street, Edmonton, AB, T5N 2R1
Miss Sheila R. Iversen	The Alberta Teachers' Association, 51 Cuthbert Place NW, Calgary, AB, T2L 0T1
Mr. Brie Keith Jensen	The Alberta Teachers' Association, PO Box 581, Picture Butte, AB, T0K 1V0
Ms. Bonnie Johnston	Alberta Health, 320 - 17th Avenue SW, Calgary, AB, T2T 5T1
Hon. Halvar C. Jonson	Minister of Education, 324 Legislature Building, Edmonton, AB, T5K 2B6
Mr. Philip T. Jones	#100, 7 Glenbrook Place SW, Calgary, AB, T3E 6W4
Mr. K. Mac Kryzanowski	The Alberta Teachers' Association, Southern Alberta Regional Office, 200-540 – 12th Avenue SW , Calgary, AB, T2R 0H4
Ms. Jessika Lafontaine	179 Ridgewood Terrace, St. Albert, AB, T8N 0E9
Mr. Mark Leduc	Alberta Education, Devonian Building, West Tower, 11160 Jasper Avenue, Edmonton, AB, T5K 0L2
Mr. Michael Lehman	1989 Avondale Court, Sherwood Park, AB, T8A 0Y1
Ms. Janice Leonard	Alberta Education, Devonian Building, West Tower, 11160 Jasper Avenue, Edmonton, AB, T5K 0L2
Dr. Anita Li	1113 Varsity Estates Rise NW, Calgary, AB, T3B 2X4
Stephen Lindop	Box 750, Devon, AB, T0C 1E0

Ms. Janice Low	Advocates for Children and Youth of Alberta, c/o Dr. Carl Safran Centre, 930 – 13 Avenue SW, Calgary, AB, T2R 0L4
Mrs. Bauni M. Mackay	The Alberta Teachers' Association, Barnett House, 11010 – 142 Street, Edmonton, AB, T5N 2R1
Mr. David Maher	Alberta Health, 5th Floor, 108 Street Building, 9942 – 108 Street, Edmonton, AB, T5K 2J5
Mr. Carlo A., Manzara	The Alberta Teachers' Association, 207 Hawthorne Drive NW, Calgary, AB, T2K 3M6
Mr. Kenneth F. Marshall	The Alberta Teachers' Association, 10522 – 137 Street NW, Edmonton, AB, T5N 2H3
Ms. Sharon McCann	5th Floor, Beaver House, 10158 – 103 Street, Edmonton, AB, T5J 0X6
Mr. John J. McCloskey	The Alberta Teachers' Association, 10006 – 88 Avenue, Grande Prairie, AB, T8V 0C4
Mr. Gary McCuaig	Q.C., Alberta Justice, 6th Floor, John E. Brownlee Building, 10365 – 97 Street, Edmonton, AB, T5J 3W7
Ms. Paddy Meade	Alberta Justice, 10th Floor, John E. Brownlee Building, 10365 – 97 Street, Edmonton, AB, T5J 3W7
Mr. Garnet Millar	Alberta Education, Devonian Building, West Tower, 11160 Jasper Avenue, Edmonton, AB, T5K 0L2
Ms. Sharon Miller	c/o Gerald Miller, Sundre, AB, T0M 1X0
Ms. Wendy-Jo Miller	Alberta Family and Social Services, Box 60, Coaldale, AB, T0K 0L0
Mr. Percy Mirochnick	Alberta Education, Devonian Building, West Tower, 11160 Jasper Avenue, Edmonton, AB, T5K 0L2
Dr. Doug I. Mirtle	The Alberta Teachers' Association, 6407 Law Drive SW, Calgary, AB, T3E 6A3
Mrs. Marie Moltzan	5507 – 42 Street, Drayton Valley, AB, T0E 0M0
Ms. Sharon Mott	Alberta Education, Devonian Building, West Tower, 11160 Jasper Avenue, Edmonton, AB, T5K 0L2
Mr. Kevin R. Mussieux	The Alberta Teachers' Association, 404 – 10626 – 104 Street NW, Edmonton, AB, T5H 2W2
Mr. Dan Nash	Box 669, Wainwright, AB, T0B 4P0

Ms. Karen Nielsen	The Family Centre, #20, 9912 – 106 Street, Edmonton, AB, T5K 1C5
Mr. Stef Nychka	5901 – 47 Avenue, Camrose AB, T4V 0G8
Dr. Lyle Oberg	The Premier's Council in Support of Alberta Families, Room 721 Legislative Annex, 9718 – 107 Street, Edmonton, AB, T5K 1E4
Mr. Ken S. Offord	The Alberta Teachers' Association, Barnett House, 11010 – 142 Street, Edmonton, AB, T5N 2R1
Ms. Jean Olynyk	Alberta Education, Devonian Building, West Tower, 11160 Jasper Avenue, Edmonton, AB, T5K 0L2
Mrs. Pat Palechuk	Alberta School Boards Association, Box 285, Smoky Lake, AB, T0A 3C0
Dr. Roger F. Palmer	Alberta Education, Devonian Building, West Tower, 11160 Jasper Avenue, Edmonton, AB, T5K 0L2
Dr. Morag Pansegrau	Alberta School Boards Association, 20 Grenfell Avenue, St. Albert, AB, T8N 0Z1
Ms. Paulette Patterson	The Premier's Council in Support of Alberta Families, Box 5, Site 11, RR1, Grande Prairie, AB, T8V 2Z8
Mr. Stan Pede	Alberta Justice, 403, 4th Floor, 10508 – 82 Avenue, Edmonton, AB, T6E 2A4
Mr. Colin Penman	Albertans for Quality Education, P.O. Box 4, Station "M", Calgary, AB, T2P 2G9
Ms. Sharon Perry	Alberta Home and School Councils' Association, 24 Wood Green Crescent, SW, Calgary, AB, T2W 4A5
Mrs. Carolyn Pettifer	The Premier's Council in Support of Alberta Families, 10635 – 125 Street, Edmonton, AB, T5N 1T7
Mr. Wayne B. Pinkney	The Alberta Teachers' Association, 109 Beaumont Crescent, Fort McMurray, AB, T9H 2V2
Mr. Gordon Plaxton	College of Alberta School Superintendents, 515 Macleod Trail SE, Calgary, AB, T2G 2L9
Ms. Catherine Pohl	Alberta Family and Social Services, 5201 – 51 Avenue, Wetaskiwin, AB, T9A 0V5
Ms. Barbara Pratt	Alberta Justice, 10th Floor, John E. Brownlee Building, 10365 – 97 Street, Edmonton, AB, T5J 3W7
Mr. Jim Pritchard	Alberta Family and Social Services, 1 Deerfoot Plaza, 1120 – 29 Avenue NE., Calgary, AB, T2E 7P1

Ms. Seema Raja	#116, 412 Huntsville Crescent, Calgary, AB, T2K 5E1
Ms. Wendy Robillard	Alberta Health, 2nd Floor Provincial Building, 5025 – 50 Street, Olds, AB, T0M 1P0
Mr. David Rolfe	Alberta Family and Social Services, 5th Floor, 5010 Centre, 5010 – 43 Street, Red Deer, AB, T4N 6H2
Mr. Marcos Rodrigo	4 Beaconsfield Road NW, Calgary, AB, T3K 1X6
Ms. Elana Scraba	Alberta Education, Devonian Building, West Tower, 11160 Jasper Avenue, Edmonton, AB, T5K 0L2
Ms. Betty Seymour	Family and Community Support Services Association of Alberta, 203 Brookside Terrace, Edmonton, AB, T6H 4J6
Mr. Scott Shewchuk	44 William Justler Crescent, Edmonton, AB T5A, 4C2
Mr. Carl Simonson	Alberta Education, Devonian Building, West Tower, 11160 Jasper Avenue, Edmonton, AB, T5K, 0L2
Mr. Rick St. Arnaud	College of Alberta School Superintendents, 9807 – 106 Street, Edmonton, AB, T5K 1C2
Mrs. Ursula Stewart	Alberta School Boards Association, 5412 – 56 Street, Beaumont, AB, T4X 1A5
Ms. Donna Talbot	Alberta Family and Social Services, 9th Floor, Seventh Street Plaza, 10030 – 107 Street, Edmonton, AB, T5J 3E4
Ms. Yuen-Fan Tang	Alberta Family Mediation Society, Suite 1015, 10506 Jasper Avenue, Edmonton, AB, T5J 2W9
Mrs. Jan Tarchuk	Alberta School Boards Association, Box 1928, Banff, AB, T0L 0C0
Ms. Gayle Tarkowski	6225 – 54 Avenue, Camrose, AB, T4V 4H5
Ms. Gloria Thomas	Thompson, PO Box 177, Olds, AB, T0M 1P0
Dr. Merv Thornton	Steering Committee for Forum, Alberta Education, Devonian Building, West Tower, 11160 Jasper Avenue, Edmonton, AB, T5K 0L2
Ms. Donna Tona	256 Ranchridge Court NW, Calgary, AB, T3G 1W5
Mrs. Tracy A. Trebb	The Alberta Teachers' Association, 10117 – 95 Avenue, Grande Prairie, AB, T8V 0L5
Mr. Michael Twan	360 Sabrina Bay SW, Calgary, AB, T2W 1Z2
Dr. J. Lawrence Tymko	Alberta School Boards Association, 12310 – 105 Avenue, Edmonton, AB, T5N 0Y4

Ms. Maureen Ungarian	Alberta Home and School Councils' Association, 18293 – 74 Avenue, Edmonton, AB, T5T 2G6
Ms. Gina Vivone-Vernon	Steering Committee for Forum, Alberta Education, Devonian Building, West Tower, 11160 Jasper Avenue, Edmonton, AB, T5K 0L2
Ms. Gail Walker	Governor's Gate, 33 Rideau Terrace, Ottawa, ON, K1M 2A2
Dr. Dennis Wall	Learning Disabilities Association of Alberta, 145, 11343 – 61 Avenue, Edmonton, AB, T6H 1M3
Ms. Judith Watt	Alberta Home and School Councils' Association, 320 Silver Thorn Way, NW, Calgary, AB, T3B 4E9
Ms. Adele Weichel	Steering Committee for Forum, Alberta Home and School Councils' Association, 115 Graham Place, Fort McMurray, AB, T9J 1K2
Mrs. Sandra Weidner	Alberta School Boards Association, c/o Weidner Motors, 5035 – 50 Street, Lacombe, AB, T0C 1S0
Ms. Linda Weir	Child and Adolescent Services Association, 10645 – 63 Avenue, Edmonton, AB, T6H 1P7
Mrs. Linda Whiteside	Alberta School Boards Association, Box 67, Vulcan, AB, T0L 2B0
Mr. Brian Wik	324 Legislature Building, Edmonton, AB, T5K 2B6
Dr. Roy Wilson	Steering Committee for Forum, Alberta School Boards Association, 356 – 7th Street SE, Medicine Hat, AB, T1A 1J7
Mr. Robert Wilson	c/o Fort McMurray Public School District, 9401 Franklin Avenue, Fort McMurray, AB, T9H 3Z7
Mr. Gerry Wilson	Alberta Education, Room 1200, Rocky Mountain Plaza, 615 Macleod Trail SE, Calgary, AB, T2G 4T8
Judge Sidney Wood	Family and Youth Division, Provincial Court Building, 1A Sir Winston Churchill Square, Edmonton, AB, T5J 0R2
Ms. Debbie Wood	Alberta Association for Young Children, c/o Norwood Community Centre, 9516 – 114 Avenue, Edmonton, AB, T5G 0K7
Mr. Dave Yawney	Society for the Prevention of Child Abuse and Neglect, 216, Professional Building, 740 – 4th Avenue South, Lethbridge, AB, T1J 0N8
Mr. Matt Ziebarth	29 Larose Drive, St. Albert, AB, T8N 1S7